



2023 Annual Report to the School Community

School Name: Guthrie Street Primary School Shepparton (5020)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 19 March 2024 at 04:37 PM by Brendan Bicknell (Principal)

- This 2023 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 16 April 2024 at 12:31 PM by Travis Kreeck (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

Key terms used in the Performance Summary are defined below:

Similar Schools

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

NDP and NDA

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

The Victorian Curriculum

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

About Our School

School context

Guthrie Street Primary School prides itself on innovation in education and welcomes staff who can help us build these strengths across our Foundation to Year 6 offering and promotes students to **Do Their Best To Be Their Best**. We are the only primary school in Shepparton to have a deaf facility as our second campus, where we offer specialised teaching and the integration of Auslan into the school. Guthrie St is highly regarded for its EQ Program, which helps our students develop their social and emotional capabilities to improve success in academic work. We boast an exemplary art program that emphasises skill development, creativity, appreciation and presentation. We were the first school to introduce a very unique staff member in bringing a well-being dog on board! Being innovative also means having high-end information and communications technology to complement our modernised classrooms. Our students even enjoy podcast facilities. Catering to students from Foundation to Year 6, we have more than 50 staff, including a full-time nurse, and some 470 students on large premises featuring an indoor gymnasium and outdoor classroom. Our “backyard” extends to the nearby Broken River and its natural environment, accessed by a network of walking and biking tracks. A footbridge connects our school community to the Australian Botanic Gardens and its outdoor learning opportunities. New teachers to our school invariably choose to stay – contributing to our proud culture of education innovation, expertise and enjoyment.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2023 we continued to focus on student learning with an increased focus in writing and numeracy. Teams of teachers were involved in Professional Development in the Literacy and Numeracy spaces. Leading Literacy at The Academy of Teaching and Learning and Leading Numeracy Improvement with Education Consultant Danny Hyndman. Danny also worked with teachers at Guthrie Street focusing on the Writing Process. We dedicated two Curriculum Days to this work in writing. Danny worked in the school once a term and provided Professional Learning. We placed '*writing on a pedestal*' and celebrated students' success at assembly each week. Teachers reported that student engagement in writing had improved significantly. We implemented Blitz Master for automaticity, fluency with the four operations in numeracy. Problem solving was embedded as part of our numeracy instructional model, further enhancing our work in numeracy. In 2022 our NAPLAN results indicated 30% (16 students) in Year 3 were in the Top 2 Bands for writing compared to 42% for similar schools and 31% for the Network. We were well behind the State at 51%. 8% of Year 5 students were in the Top 2 Bands for writing compared to 19% for similar schools and 16% for the Network. We were well behind the state at 29%. A highlight was having 43% of our Year 3 students in the Top 2 Bands for Numeracy. Which was well above similar and network schools and the state.

With the change in NAPLAN measures from Bands to Proficiency Levels in 2023 we will not be able to measure our relative growth comparing Years 3 to Year 5 until 2025.

Wellbeing

Guthrie Street Primary School has invested a significant amount of money and resources into wellbeing. Emotional Intelligence, Respectful Relationships and The Resilience Project (Gratitude, Empathy and Mindfulness) have continued to be taught across all year levels. The school has invested a lot of money into the delivery of these programs. 'Compass' is used to track students health and wellbeing. The school uses a number of templates to communicate with parents including good news notes, yard incidents and class incidents. Staff members are regularly sharing information using Compass to track student wellbeing, family situations, friendship and social interactions to assist students achieve a high level of wellbeing.

Guthrie Street has set goals to employ a Student Wellbeing Officer in 2024 as well as have a teacher out of the classroom full time to work in the space of Mental Health and Wellbeing and Disability Inclusion. Guthrie Street intends to increase allied health supports in the school in 2024 by employing a Speech Therapist part time and increasing Occupational Therapy visits to assist with student learning and wellbeing. The school also intends to spend some Disability Inclusion funding on extra Education Support Staff to work in classrooms to assist student learning and wellbeing.

Engagement

Guthrie Street Primary School has made a conscious effort to improve Student Voice, Student Agency and Leadership amongst all year levels. Staff have completed a number of professional development sessions to increase our knowledge and understanding in this area. An example of this is teachers giving students choice in the direction of their learning in reading and writing topics. Students surveys have been completed to gather data about the direction of learning, classrooms and the school in different curriculum areas. The Student Leadership and Student Voice and Agency Team are involved in school activities, events and the direction of learning across the school. Our teachers worked tirelessly to build strong relationships with students in all year levels and as a staff we have learnt about the Wellbeing High Impact Teaching Strategies to increase engagement. Guthrie Street generally has excellent attendance rates across all year levels. As a staff we have had put resources into increasing student attendance and this is evident in our school AIP goals of reducing the average amount of absent days for students across all year levels. Staff value attendance at Guthrie Street and regular parent contact with families to track attendance is expected from our teachers.

Other highlights from the school year

Our Annual School Fun Run which raised \$13,434 and was a major highlight. Our Principal and a Year 4 teacher got slimmed as the fundraising reached it's peak! Well done.

Middle Years Mania was a huge success for our Year 5/6 students who performed in front of a full house at Eastbank. The theme was looking back at the decades of music. A great show.

Our Assistant Principal has set up the new Tool Shed with the help of the Parents Association and has seen many students try their hand at some woodwork over the year. This is a great resource for our students to access.

Financial performance

Guthrie Street Primary School is in a sound financial position due to management decisions made by school council and effective financial controls maintained by the principal and the business manager.

The school has once again benefited from grants and extra funding in 2023 to continue to upgrade our grounds with the final shade sails placed over our Prep playground, creating safer school grounds with our Bushfire Preparedness funds to remove dangerous trees and keep our grounds bushfire prepared.

Our locally raised funds have also allowed us to not only upgrade our Ipad trolley with new Ipads to replace those ones out of date for IT purposes but we were able to create a School Workshop for our students to attend and get their hands into some woodworking projects.

We have also been able to upgrade some of our classrooms by creating break out spaces and ensuring better learning spaces for our students providing partitioning walls and dividers for quiet learning spaces.

We continued to provide an extensive professional learning program for our teachers to strengthen our instructional model and provide the best quality teaching and learning programs for our students. We have continued to invest time in the Resilience Project and Respectful Relationships to complement our schools EQ values and our school has also had benefited from the Network support and opportunities to engage Danny Hyndman for our teachers development.

Individual support for students with disabilities and specific learning needs has been supported through being able to provide increased ES staff in classroom situations with the student wellbeing boost funds received. Speech therapy, OT, play therapy and psychologists continue to be engaged to support the specific needs of these students.

We were able to once again employ two trainees who were a great asset and support to the school, being able to provide additional support to our classroom teachers and education support staff as well as being generally involved in all aspects of the school.

We continue to support the provision of a school canteen to provide a small amount of funds to the school. We have continued to run our breakfast program two mornings per week to provide support for our families and students.

Through our Equity funding we were able to continue to offer differentiated programs for our students while enabling our teachers the opportunity to build their capacity for learning through our ongoing coaching and development programs. Going forward our accumulated funds are going to allow us to provide the teaching and classroom structures that we believe provide the best support and educational environment for our students. Increasing to 22 classes and returning to non composite classrooms for the majority of our students will allow for more focussed, individualized instruction. Any additional funding will be directed to achieve our priorities and initiatives through our school goals and AIP via improved teaching and learning programs.

For more detailed information regarding our school please visit our website at
<https://www.guthriestps.vic.edu.au/>

Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 469 students were enrolled at this school in 2023, 225 female and 243 male.

9 percent of students had English as an additional language and 10 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

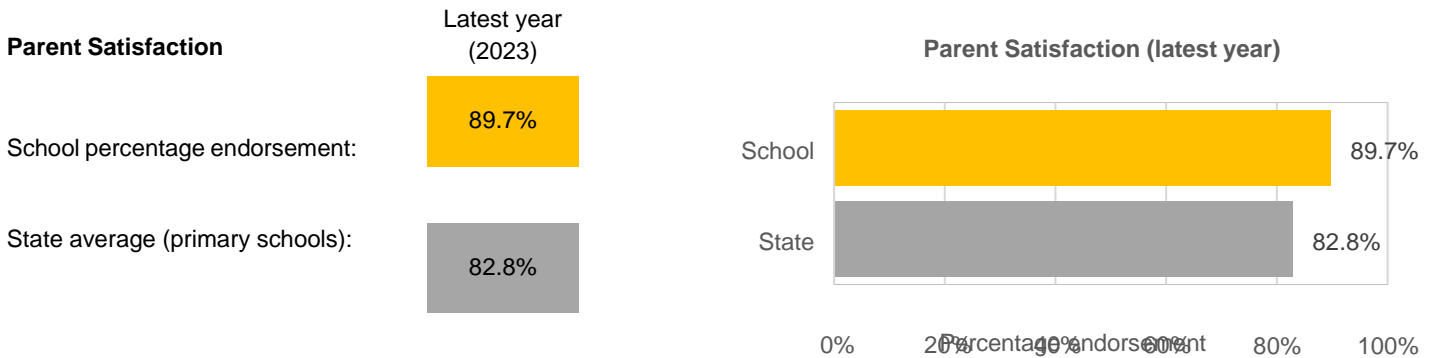
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: Medium

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

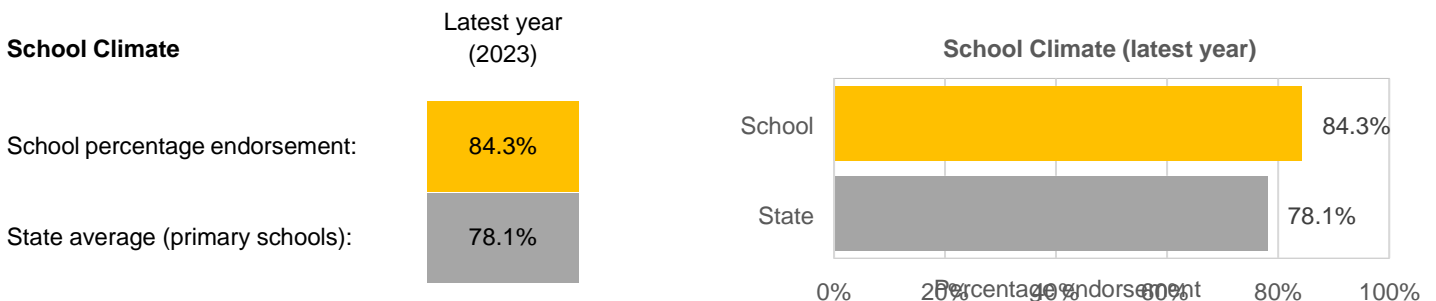


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



LEARNING

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.

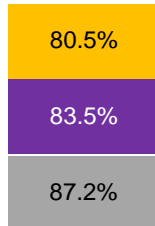
English Years Prep to 6

School percentage of students at or above age expected standards:

Similar Schools average:

State average:

Latest year
(2023)



English (latest year) Years Prep to 6



0% 20% 40% 60% 80% 100%
Percentage students at or above age expected level

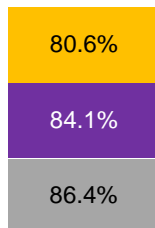
Mathematics Years Prep to 6

School percentage of students at or above age expected standards:

Similar Schools average:

State average:

Latest year
(2023)



Mathematics (latest year) Years Prep to 6



0% 20% 40% 60% 80% 100%
Percentage students at or above age expected level

LEARNING (continued)

Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

46.3%

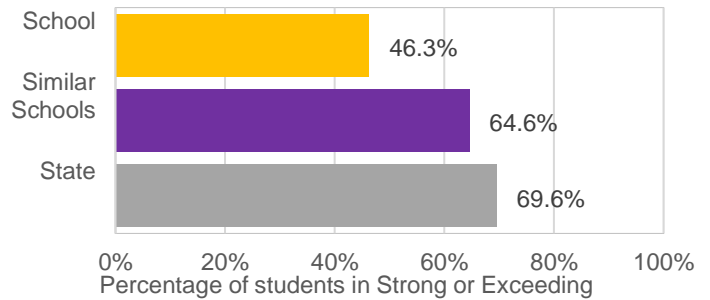
Similar Schools average:

64.6%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

61.5%

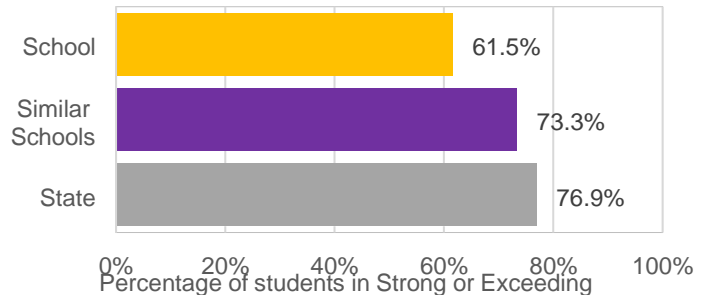
Similar Schools average:

73.3%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

46.3%

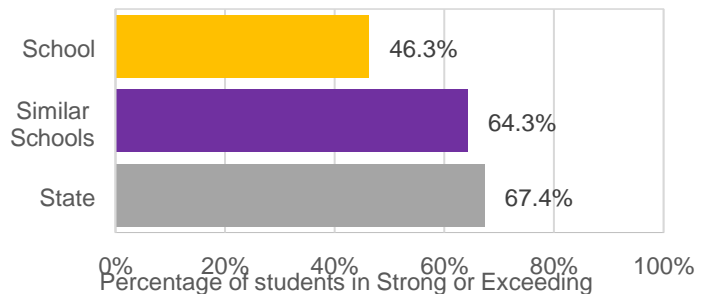
Similar Schools average:

64.3%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

45.1%

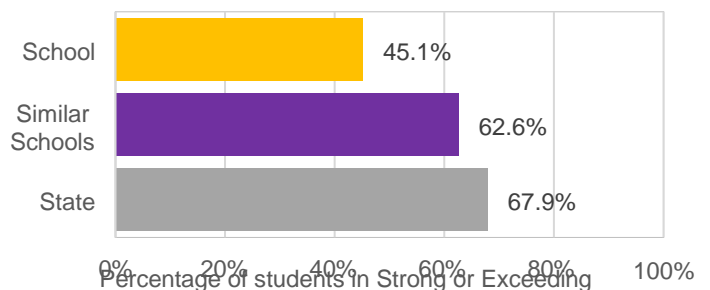
Similar Schools average:

62.6%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



LEARNING (continued)

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

NAPLAN 2022

Percentage of students in the top three bands of testing in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

**Reading
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

69.8%

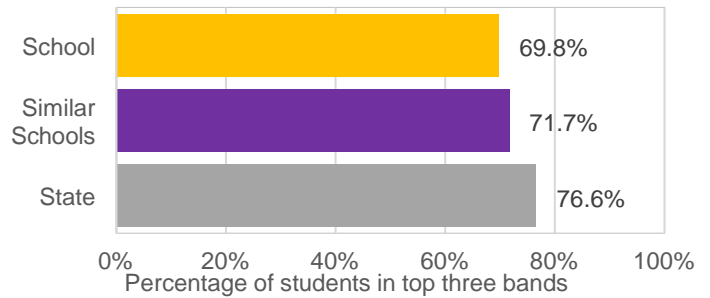
Similar Schools average:

71.7%

State average:

76.6%

**NAPLAN Reading (2022)
Year 3**



**Reading
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

57.9%

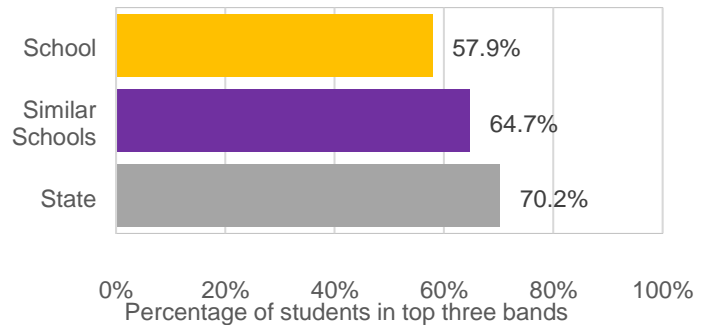
Similar Schools average:

64.7%

State average:

70.2%

**NAPLAN Reading (2022)
Year 5**



**Numeracy
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

66.0%

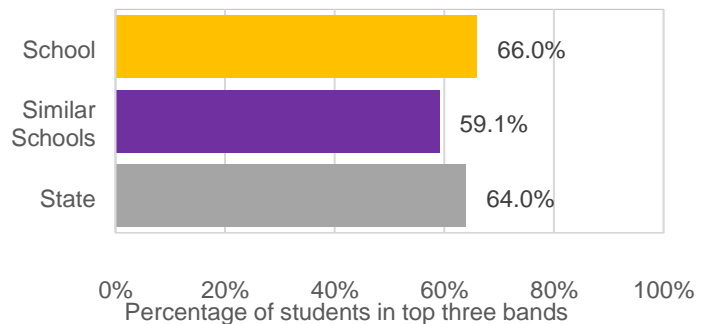
Similar Schools average:

59.1%

State average:

64.0%

**NAPLAN Numeracy (2022)
Year 3**



**Numeracy
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

46.1%

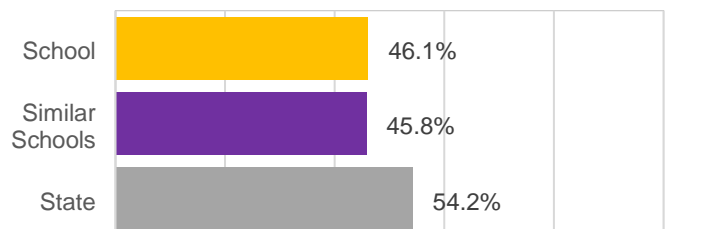
Similar Schools average:

45.8%

State average:

54.2%

**NAPLAN Numeracy (2022)
Year 5**



54.2%

Guthrie Street Primary School Shepparton

0% 20% 40% 60% 80% 100%
Percentage of students in top three bands

WELLBEING

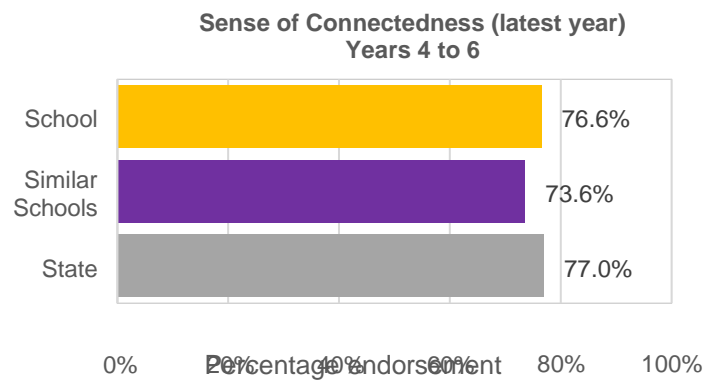
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percentage endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	76.6%	83.2%
Similar Schools average:	73.6%	74.9%
State average:	77.0%	78.5%

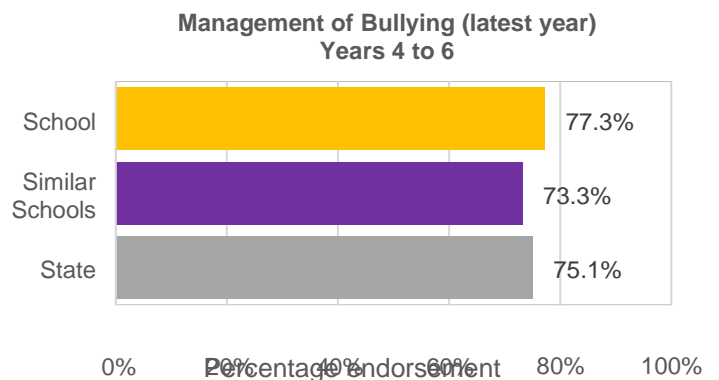


Student Attitudes to School – Management of Bullying

The percentage endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	77.3%	83.4%
Similar Schools average:	73.3%	74.6%
State average:	75.1%	76.9%



ENGAGEMENT

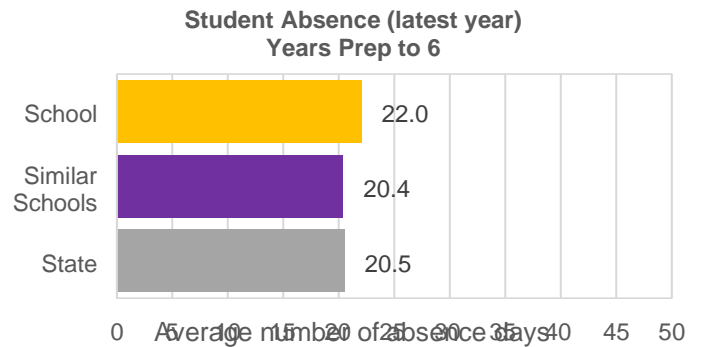
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.

Student Absence Years Prep to 6

	Latest year (2023)	4-year average
School average number of absence days:	22.0	20.8
Similar Schools average:	20.4	18.6
State average:	20.5	18.1



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2023):	91%	90%	91%	88%	90%	87%	86%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$5,021,306
Government Provided DET Grants	\$879,901
Government Grants Commonwealth	\$11,785
Government Grants State	\$0
Revenue Other	\$76,502
Locally Raised Funds	\$320,860
Capital Grants	\$0
Total Operating Revenue	\$6,310,354

Equity ¹	Actual
Equity (Social Disadvantage)	\$215,416
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$215,416

Expenditure	Actual
Student Resource Package ²	\$4,712,050
Adjustments	\$0
Books & Publications	\$2,736
Camps/Excursions/Activities	\$140,928
Communication Costs	\$5,890
Consumables	\$117,414
Miscellaneous Expense ³	\$45,152
Professional Development	\$120,595
Equipment/Maintenance/Hire	\$103,815
Property Services	\$201,839
Salaries & Allowances ⁴	\$426,647
Support Services	\$2,732
Trading & Fundraising	\$62,942
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$5,146
Utilities	\$35,826
Total Operating Expenditure	\$5,983,713
Net Operating Surplus/-Deficit	\$326,641
Asset Acquisitions	\$8,006

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 17 Feb 2024 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2023

Funds available	Actual
High Yield Investment Account	\$521,048
Official Account	\$68,861
Other Accounts	\$0
Total Funds Available	\$589,909

Financial Commitments	Actual
Operating Reserve	\$198,841
Other Recurrent Expenditure	\$4,630
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$15,020
Funds for Committees/Shared Arrangements	\$93,464
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$49,000
Capital - Buildings/Grounds < 12 months	\$75,000
Maintenance - Buildings/Grounds < 12 months	\$50,000
Asset/Equipment Replacement > 12 months	\$40,000
Capital - Buildings/Grounds > 12 months	\$20,000
Maintenance - Buildings/Grounds > 12 months	\$50,000
Total Financial Commitments	\$595,954

All funds received from the Department of Education, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with department policies, School Council approvals and the intent/purposes for which funding was provided or raised.